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18|47 The Spectator

The Spectator

Thursday, December 6, 2018

Volume LIX
Number XIII

Publishing the Truth, From Good Motives and For Justifiable Ends

"Because Hamilton" capital campaign kicks off, sets $400 million goal

by Will Kaback '20
Editor-in-Chief

On Friday, Nov. 30, the College officially launched its $400 million "Because Hamilton" capital campaign during the annual 1812 Leadership Circle Weekend in New York City. The campaign places an emphasis six institutional priorities — financial aid, learning and living, digital leadership, career exploration, humanities facilities, and the Hamilton Annual Fund — and will run through June 30, 2023. In addition to the kickoff event on Friday, the campaign's opening weekend featured the launch of new website, a promotional video, and a celebration at Up&Down Nightclub on Saturday, Dec. 1.

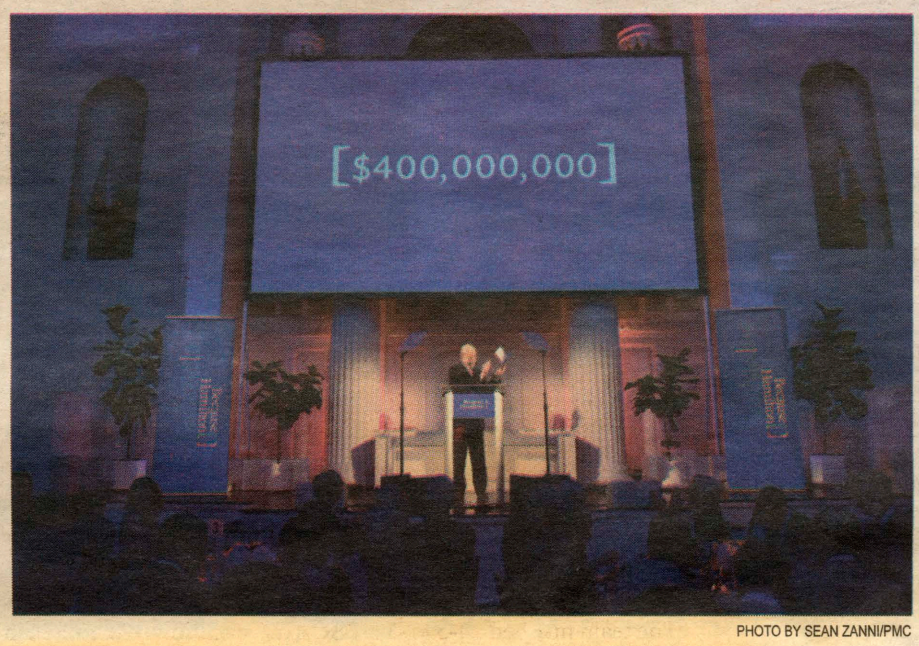

PHOTO BY SEAN ZANNI/PMC

The campaign kicked off on Friday, Nov. 30 during the College's annual 1812 Leadership Circle weekend in New York City.

The Spectator spoke with the campaign's co-chairs, Jeff Little '71, P'04 and David Solomon '84, P'16, about the campaign and Hamilton's influence in their lives. "Because Hamilton" will be the fourth consecutive capital campaign for which Little, a life trustee, has served in a leadership position. Solomon is the chief executive officer of Goldman Sachs as of Oct. 2018. He previously served as the company's president and chief operating officer.

The Spectator: Financial aid is slated to receive largest portion of the campaign's $400 million goal ($120 million) out of its 6 priorities. What factors were weighed in making this decision and what outcomes do you hope to see as a result of this emphasis?

David Solomon '84, P'16: Financial aid is an important part of the agenda of the Board [of Trustees] with respect to strengthening the College's ability to attract intelligent, devoted students. The Board made the decision a number of years ago to go to need blind to make Hamilton more affordable for a larger group of potential students. To continue that mission and endow Hamilton in a way that ensures the College is need blind for generations to come, we have to continue to build the endowment and grow the amount of capital dedicated to scholarship aid. We want to make a Hamilton education affordable for more people

See ***Campaign****, page 2*

Student Assembly hosts first annual lighting of the Beinecke Village

by Eric Kopp '22
Staff Writer

On Tuesday, Dec. 4, students and faculty gathered in the Sadove Student Center to celebrate the first annual Lighting of Our Village, with sparklers, s'mores, chocolate chip cookies, hot chocolate, a wish-making station, a cappella performances, and other entertainment.

The event's proximity to the end of classes and finals week allowed students to take a quick break from studying.

"I know this is a challenging time of year," said College President David Wippman. "We wanted to take this opportunity to come together as a community."

As the event's title suggests, holiday lights have been put up on lamp posts and buildings in Beinecke Village. While the administration did not light up the tree in front of Sadove this year, they are planning to make this event an annual tradition and to keep adding more lights.

"Light is used quite often as a metaphor by poets, artists, philosophers, politicians, and religious leaders," said Dean of Students Terry Martinez. In her opinion, light is the representation of community and hope at Hamilton.

"I hope that you find hope in each other as a community, as I see you using each other as a spark, to light your own light," said Martinez.

"As we head into the darkest days of the year before we turn back and go back towards the sun, I want to wish you all a wonderful last week of classes and wish you luck on your exams in the following week. Find hope in each other and make sure you stand as a beacon of hope for everyone else."

While outside, David Gagnidze '20 and members of the Shenandoah-Kirkland Initiative (SKI) took a moment to pay respect to the Oneida Nation, who gifted the land where Hamilton College currently resides to Rev. Samuel Kirkland.

Gagnidze said he and SKI hope that by spreading awareness about the history of the campus, Hamilton can continue to improve its relationship with the Oneida Nation.

After moving inside, the audience was treated to performances by The Hamiltones and Special K, who sang renditions of traditional Christmas and holiday songs like "Silent Night."

PHOTO COURTESY OF ERIC KOPP '22

The Hamiltones, pictured above, performed for the community at the Lighting of Our Village celebration on Tuesday.

Students wrote what light meant to them on whiteboards and had their photos taken. These photos will be put up on the large whiteboard outside the bookstore, where students can also write what light means to them.

The Wellness Collective, HAVOC, and Student Activities will all be hosting events throughout the week to help students de-stress in between their finals. They hope students will stop by for a break when they are able.

David Solomon and Jeff Little discuss the College's historic capital campaign

*From **Campaign**, page 1*

and to create a more diverse student community on campus, which we think will be vital for the long-term health of the College.

Jeff Little '71, P'04: The emphasis on financial aid comes from Hamilton's need-blind promise, which was a wonderful thing for the College in terms of providing access to qualified students who previously couldn't afford to come. Having made that decision though, our ability to offer financial assistance is increasingly expensive. That makes supporting financial aid a huge priority for the campaign and I have to imagine it will be one for future campaigns as well.

S: The campaign kicked off with a series of high-visibility events, from the website launch, to a 6-minute promotional video, to banners hung around campus and a formal announcement at the College's 21st Annual 1812 Leadership Circle Weekend in New York City. How do you hope to sustain engagement with the campaign after this initial push, especially given that it will run through 2023?

DS: The good news is we are already off to a great start [*Editor's Note: As of Dec. 5, the campaign has received $203,900,000 in gifts and commitments.*] The College has done a number of capital campaigns over the past few decades, and we have a set process to ensure a continuous calendar of engagements, events, and outreach in order to sustain the activity of the campaign. I'm very confident that we'll execute on these fronts and meet the campaign goal.

JL: We will have a series of personal and group meetings throughout the country where members of the Board and other volunteers for the campaign will meet with alumni to talk about the campaign and ask for donations. This is how we have done it in the past and it has worked well for us.

S: The scope of the campaign is as ambitious as its financial goal. Are there areas in which you see the six priorities as interconnected in their purpose?

JL: I think [the six priorities] are all about keeping the Hamilton experience relevant to today's students. We also want to make sure we are up-to-date with all the best practices of our NESCAC peers, competing with the best so we can get the very best students. Once they are here, we want to make sure students have the best possible Hamilton experience.

DS: Hamilton is a great school and a great liberal arts college, but the world is shifting and we need to continue our ability to attract the highest caliber students and help Hamilton remain strong. This requires us to be bold in expanding our initiatives with respect to our curriculum, activities, and opportunities for students. The [campaign's] initiatives around digital learning — and the expansion of our commitment to improving it — is important given the role that technology is playing in disrupting the way people consume information, learn, and communicate. We want to make sure that Hamilton is in a position where we are a leader in this area. As a college, we don't just need to be need blind and have scholarship aid, we also need to have curriculum, support, and resources that are state-of-the-art and place the College in such a leadership position. These digital initiatives are just one way that we are trying to be forward thinking in the coming years.

PHOTO BY OWEN HOFFMAN/PMC

Alumni congregated at the Up&Down Nightclub in New York City on Saturday, Dec. 1 to celebrate the start of the campaign. Solomon, appearing as "DJ D-Sol," kept the party going well into the night.

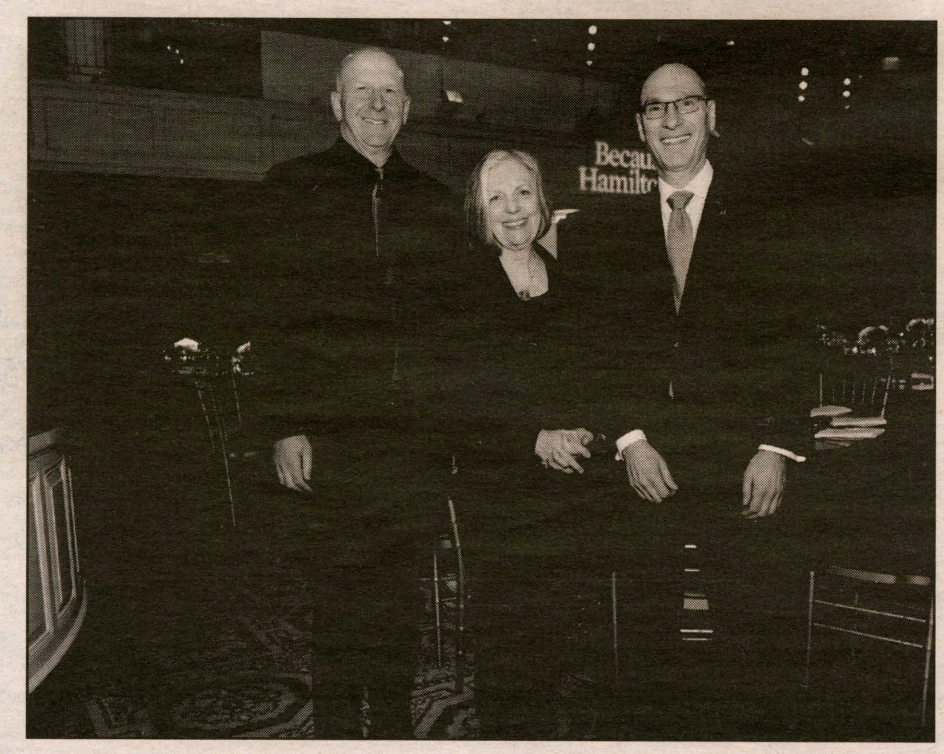

PHOTO BY SEAN ZANNI/PMC

(from left) David Solomon, Joan Hinde Stewart, and David Wippman at the kickoff event on Friday.

S: What is one aspect of the campaign you are particularly excited about?

DS: I'm passionate about scholarship aid. I was fortunate to attend Hamilton and it has had an important impact on me personally and professionally. I want to make sure that in giving back I do everything I can to make that education, experience, and the opportunities that come from them available to the broadest group of people possible. It's a big reason why most of my contributions to the campaign will be put towards this area.

JL: We've tailored the campaign so that it addresses features of Hamilton that are important to a wide range of potential donors, who have different passions related to the College. Personally, I have always been a facilities person. I believe that if you have great facilities, you can attract great students. A lot of students come to campus as part of their college visits and make snap judgements based on the look of the college. It's important to me that we have wonderful facilities, not only because we want to attract students, but also because when they're here, we want them to have a great experience.

S: Moving on to your own Hamilton experiences, how have you applied what you learned at Hamilton in your career?

JL: I learned a lot about people and myself as a student. It broadened my horizons. I was a product of a privileged upbringing, and when I came to Hamilton, I was exposed to a lot of people who had a different upbringing. It was an eye-opener for me and an experience I've always valued because I think it has made me a better person. I made wonderful friends who are still friends today, and I've been lucky enough to have a business where I've hired many Hamiltonians, which has allowed me to maintain a connection to the College throughout my career. As a trustee, I've made many friends too and found them to be a tremendously dedicated and capable group of people working to make the College a better place.

DS: Hamilton emphasizes critical thinking and communication skills and both have been helpful to me in building a foundation that has allowed me to succeed professionally over a long period of time. I feel very fortunate to have gotten a broad education that has helped me to be an effective critical thinker and strengthened my communication skills.

S: What's one piece of advice you have for Hamilton students as they think about their futures?

DS: For one, you don't have to have the answer or arrive at your desired destination right away. You need to find a place to start your career, get some experience, meet interesting people, and continue to learn. That first job out of Hamilton is an extension of the learning process. While you're still at Hamilton, work on your writing and practice public speaking. I've also said before that everyone should take a basic accounting course because it provides a critical thinking foundation that helps you understand business and opportunity no matter what you do.

JL: Don't always do what's comfortable. Some of the most valuable courses I took at Hamilton were ones that I didn't really want to take and didn't necessarily feel comfortable going into them. Of course, afterwards, I realized that I'd really gotten a lot out of it. I think that's a message you hear over and over again from alumni.

Associate Dean of Students announces three proposed changes to College catalog

by Duncan Freeman '22
STAFF WRITER

On Monday, Nov. 26, at the weekly Student Assembly meeting, Associate Professor of Psychology and Associate Dean of Students Tara McKee announced three new proposed changes to the college catalog.

The changes were prompted after McKee received several emails from students asking if they were permitted to retake courses they had previously taken in order to receive a higher grade. McKee looked in the college catalog to see if this was permitted and realized that the language was not clear on the matter.

"In practice, retaking courses for a better grade has never been allowed," she said, "but that wasn't explicitly stated in the language."

She said the change to the catalog made the language clearer and affirmed that students cannot retake classes for a better grade except for certain classes that are specifically outlined in the catalog.

Prompted by this initial query, McKee found other instances of vague language and said she realized, "It had been a long time since all of this language was reviewed."

Working alongside the Committee of Academic Standing, McKee said she went through the rest of the catalog to see if the language in it fit the College's practices and to see if anything needed updating. From this review, two other changes were instituted.

The second change proposed was to alter how students receive "incomplete" as a grade in a class. Incompletes allow students four additional weeks after the semester ends to complete a course. These allowances need to be approved by the Chair of the Committee on Academic Standing, the Associate Dean of Students for Student Support, the professor of the course, and the student.

After the potential change, any potential extension of coursework must now be granted by the Dean of Students office. Previously, only a professor could approve an extension.

McKee said this change is to assure that the Dean of Students office can be certain that the student has a compelling reason for the extension and so that the office can know when this deadline actually is.

In order to receive approval for this extension, students must provide documents that prove a continuation of extenuating circumstances that prevented them from finishing the course in the regular time period.

If a student is granted four additional weeks to complete coursework but does not finish within eight weeks from the end the semester, the incomplete status becomes a failing grade. Students, however, can petition for a withdrawal instead of a failing grade after these eight weeks if they have not completed the work.

The third and final change addresses participation in the commencement ceremony at the end of the school year. In the past, only students who completed all the graduation requirements could take part in this graduation ceremony. With the change, students who have completed all but one or two of the 32 credits required in order to graduate from Hamilton can still attend commencement.

Such student must have also fulfilled their writing intensive requirement, their qualitative and symbolic reasoning requirement, and their physical education requirement. This scenario mostly applies to students who, in their senior spring, either fail, withdraw, or are marked incomplete for one of their courses. With the proposed change, these students can now still attend the ceremony as long as they have a plan with professors and several academic offices to complete their final required credits in the future.

These three changes are waiting to be approved by the Board of Trustees in March. These policies have already been vetted by President Wippman and many other senior staff members and faculty. Pending this final approval, these changes will be confirmed and the new policies will be enforced.

Campus Safety Incident Report

In an effort to increase Campus Safety's transparency, *The Spectator* publishes a selection of the previous week's incidents each Thursday. Both Campus Safety and *The Spectator* use discretion regarding what is published.

Thursday, November 29

2:07 A.M. Medical Emergency - Wallace Johnson Hall
8:40 A.M. Motorist Assist - Wertimer House
4:29 P.M. Area Check - Stryker Lane
4:48 P.M. Area Check - North Campus
6:48 P.M. Motorist Assist - North Campus
11:55 P.M. Noise Complaint - Bundy Residence Hall

Friday, November 30

1:30 P.M. Parking Complaint - Common Dining Hall
4:51 P.M. Medical Emergency - Milbank Residence Hall
8:56 P.M. Area Check - Woolcott House
9:03 P.M. Assist - Bristol Campus Center
9:04 P.M. Area Check - Bristol Campus Center
9:19 P.M. Area Check - Beinecke Village
11:05 P.M. Trouble Alarm - Babbitt Residence Hall

Saturday, December 1

3:01 A.M. Trouble Alarm - Babbitt Residence Hill
5:52 P.M. Trouble Alarm - Dunham Residence Hall
7:22 P.M. Assist - Bristol Campus Center
9:56 P.M. Area Check - Bristol Campus Center

Sunday, December 2

3:31 A.M. Noise Complaint - Morris Hose
4:15 A.M. Area Check - Parking Lots
5:52 P.M. Motorist Assist - On Campus
7:09 P.M. Trouble Alarm - Babbitt Residence Halls
7:38 P.M. Trouble Alarm - Bundy Residence Hall
7:45 P.M. Trouble Alarm - Babbitt Residence Halls
9:22 P.M. Trouble Alarm - Griffin Road Apartments

Monday, December 3

4:15 A.M. Area Check - South Campus
10:31 A.M. Trouble Alarm - Dunham Residence Hall
6:00 P.M. Area Check - South Campus
6:20 P.M. Area Check - South Campus

Tuesday, December 4

9:00 A.M. Vehicle Check - On campus
7:47 P.M. Area Check - South Campus

Wednesday, December 5

12:01 A.M. Trouble Alarm - Babbitt Residence Hall
12:49 P.M. Larceny Complaint - Commons Dining Hall

A Hamiltonian identity

Here it is! Our final issue of the semester. Although the past 12 issues feel like they have come and gone quickly, a moment of reflection prompts memories of the many topics and issues we covered in all five sections.

At the beginning of the semester (all the way back on Aug. 30), we wrote about a Hamiltonian identity and wondered what parts of our community best define it. Rather seeking a final or holistic answer, we opted to simply listen, learn, and publish. Here are a few highlights from the past months:

In September, Doc Woods shared his tribute to Aretha Franklin and Professor Sam Pellman's legacy lived on through his Tower of Voices 9/11 memorial. Opinion editor Gavin Meade '20 wrote on a culture of sexual misconduct in downtown nightlife and Ghada Emish '19 started what would become a semester-long series of articles on Egyptian cinema. The merits of sororities — and Greek life as a whole — were debated and Dean Martinez announced the creation of a Blue Ribbon Committee and Alcohol Strategy Working Group to address many of the concerns surrounding Greek life and drinking on campus. Waka Flocka performed in a packed Annex. Clinton, aka Hockeyville USA, hosted the Buffalo Sabres and Columbus Blue Jackets for an NHL preseason game. The weather was warm, then it wasn't.

October brought Netflix co-founder Marc Randolph '80, who spoke on the importance of taking risks. Dr. Christine Blasey Ford testified before Congress as it — and the nation — debated the confirmation of Brett Kavanaugh to the Supreme Court. The football team shocked Wesleyan by blocking a punt and returning it for a touchdown to cap off a thrilling victory. After Fall Break, former UK Prime Minister David Cameron came to campus as 2018's Sacerdote Great Names speaker. All the while, HamVotes was visible and active as it registered voters and sought to increase civic engagement in the student body.

The midterms occupied much of the national spotlight at the beginning of November. Here in New York's 22nd Congressional District, Anthony Brindisi defeated incumbent representative Claudia Tenney, one of many Democratic victories around the country in what some have termed the "Blue Wave." Mike Dubke '92 P'19 and Mark Elias '90 discussed politics as part of Hamilton's Common Ground program, while the new Joel and Elizabeth Johnson Center for Health and Wellness was dedicated that same weekend. Before Thanksgiving, the Theater Department's main stage show, King Stag, captivated audiences with its otherworldly setting and story. The fall sports teams ended their seasons and the winter teams took their place over Thanksgiving Break.

We returned from break daunted but resilient still despite the impending finals week. In our last two issues, we featured Religious Studies students swapping homework for community internships, new food options in Clinton, and the kickoff of the "Because Hamilton" capital campaign, which has set a $400 million fundraising goal.

It's been a full and enriching semester. Looking back, we think it's been one to be proud of too. From our vantage, the Hamiltonian identity is a mashup of interests, new experiences, and history, constantly evolving and taking on new forms. Our community continues to grow and all signs point towards another great semester ahead. We look forward to being with you along the way. Good luck with finals and have a great break. See you next semester.

Best,
The Spectator

The Spectator editorial represents the opinions of the majority of the editorial board. It is not necessarily unanimously agreed upon.

Please Recycle Your Copy of *The Spectator*

Celebrating 171 years, we were first published as The Radiator *in 1847.*

The Spectator

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Letters to the Editor Policy

The Spectator's Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national, and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college, and Hamilton community members.

The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. *The Spectator* reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

About Us

The Hamilton College Spectator, *publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. For more information e-mail spec@hamilton.edu. Our offices are located on the second floor of the Sadove Student Center. The deadline for advertisements is Monday the week of publication. For further information, please e-mail specads@hamilton.edu.*

***The Spectator* is a publication of the Hamilton College Media Board. A volunteer staff of students handles all aspects of the weekly publication. The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely, and high-quality publication.**

The Opinion editors reflect on a semester of important conversations

by Gavin Meade '20 and Allie Duggan '20
Opinion Editors

As the 2018 semester begins to peter out and we as a community prepare to leave campus for the holidays we think it is important to reflect. This fall was an important and busy one on Hamilton's campus both for individual members of the community and the culture and zeitgeist of the College as a whole. As we did at the end of last school year, we want to take an opportunity to look back on and discuss the Opinion section of *The Spectator*.

We feel that this has been one of the strongest semesters for our section. In no way is this a reflection of us — it is due to the quality and consistency of our writers. The men and women who bravely made their voices heard this semester often challenged the ideals and preconceptions of our readers. we hold central to our role as editors the quote: "Opinions have a tendency to be bold, to stir pots, and to upset people. That is when you know you're onto something." This ideal was critical in selecting the content for the Opinion section this semester.

The Opinion section consistently had its finger on the pulse of campus culture and dialogue. During the weeks leading up to midterm elections, we had multiple articulate writers express their viewpoints on the elections and the importance of voting, as well as articles advocating for specific candidates. The Opinion section's interest in politics extended past the United States border several times, most notably when a group of students wrote an impassioned article concerning the presidential election in Brazil. Another piece discussed international relations between Venezuela and the United States, highlighting the importance of remembering that the United States does not exist in a vacuum. This notion is one that we feel students on this campus should remember and is worth repeating: we on the Hill do not live in a vacuum.

The Trump Administration was the subject of several articles, with specific authors focusing on the importance of advocating for transgender rights and Dr. Christine Blasey Ford's testimony. Other contributors chose to discuss the refugee crisis, immigration as a whole, and the power of the anonymous opinion article that shook the Trump White House in September.

We had several important debates within the section itself this semester. Whether it was the pros and cons of veganism or the roles of different organizations on Hamilton's campus, the Opinion section never failed to start important conversations.

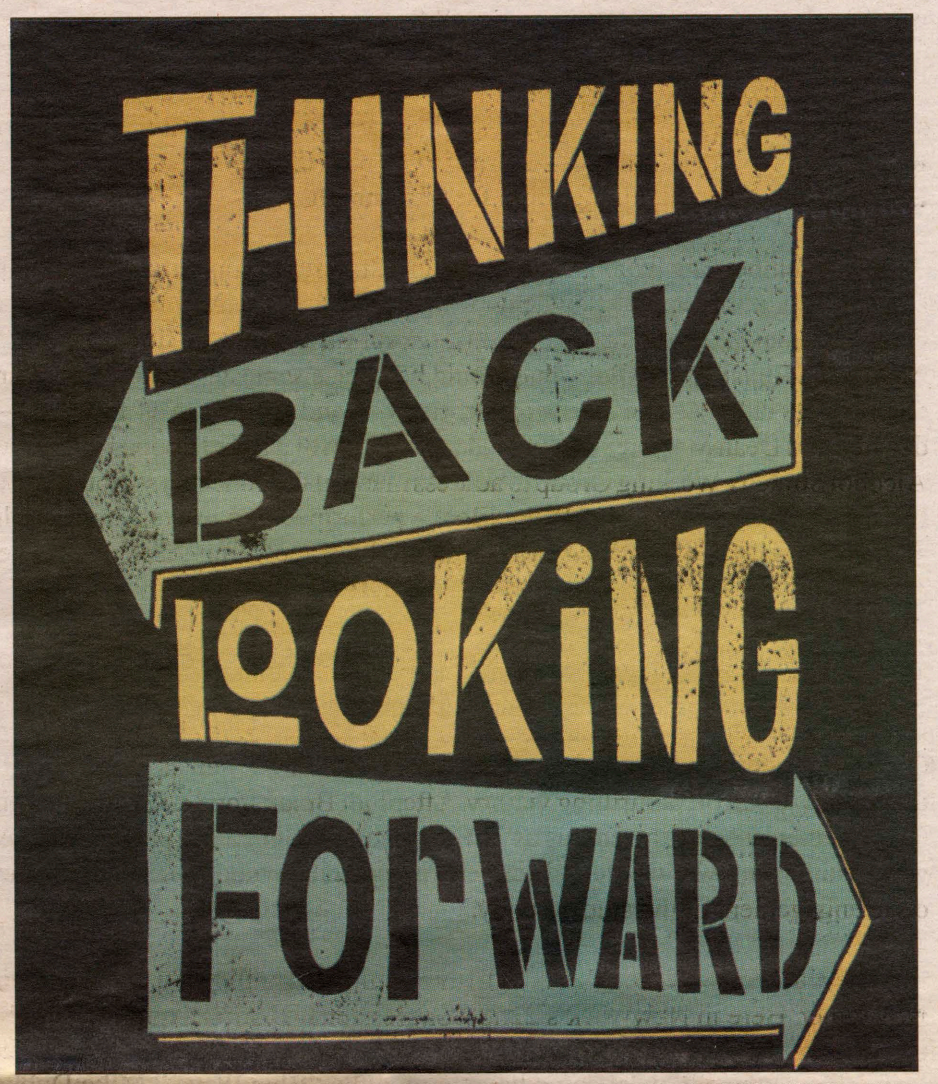

IMAGE COURTESY OF WIKIMEDIA COMMONS

Two issues in particular come to mind: Greek life on campus and the existence of the Men of Hamilton Against Sexual Assault (MOHASA.) In both cases, the authors of each respective article took passionate viewpoints but were able to articulate their thoughts and make persuasive arguments from places of reason. We firmly believe that respectful discourse is an absolute necessity, and we challenged ourselves this semester to bring to the forefront of campus culture divisive and important issues. It was our hope that these conversations would be handled in mature and respectful ways and, in the majority of cases, these hopes were validated.

Social issues on Hamilton's campus were of special prominence in the Opinion section this semester. From a conversation about sexual misconduct at the Village Tavern to discussing the importance of inclusion and "ubuntu," the articles that we published consistently tried to examine what being a Hamilton student really means. Other staff writers and contributing authors discussed sexism on Hamilton's campus, examining what it means to be "cool" at Hamilton, and the practicality of a liberal arts degree in the competitive job market.

We have long maintained that our section is one of the most important ones in *The Spectator* (we may have a little bias here.) The opportunity to interact with and be a part of the Hamilton community in this role as Opinion editors has been one of the most rewarding experiences we've had. It is hard to articulate exactly how much we appreciate our readers and writers, but rest assured that we're trying.

Unfortunately this semester was the last one that we will have the pleasure of working together in this capacity. In 2019, Allie will be exploring Europe as she studies abroad in Dublin, Ireland and Gavin will be moving into the Managing Editor position. We both feel that this semester was a strong one for *The Spectator* and we hope that we've raised the bar fpr the Opinion section.

We would like to issue one final heartfelt thank you to our staff writers. Thank you also to those of you who only published in *The Spectator* once or twice; often, these articles came during times of important conversation on campus and your voices were heard and appreciated. We also say to those who wish to write for this section next semester that your opinion is important and has a place in this paper. Some of the most important conversations on campus this year stemmed from articles written in the section by individuals who hadn't written before.

As the year comes to an end and we look forward to 2019, we encourage you to spend some time reflecting on the year on your own. We fervently believe that reflection and respectful discourse are the two most important things that we the Hamilton community can further our commitment to. Know thyself but also challenge yourself to question your opinions.

Thumbs Up

They unclogged the showers in my disgusting Babbit suite! That's how you know it's Advent at last.

I'm largely finished with papers in advance of Finals Week. You know what this means? I get to watch the worst seasons of Gossip Girl in my room with no one to bother me!

Thumbs Down

The three emails that I get per diem reminding me when faculty reviews are due. Thank you, actually, for these. I meant to put this one in the thumbs up column. Whoops!

I ran out of the expensive filterless cigarettes my friend got me as a gift. My serotonin levels have been low ever since.

Who Cares?

My magazine made its first distribution this week. Hot stuff. Distribution has been slow because now I need to walk through the labryinth every time.

I've been using Tik Tok recently. Very good content actually. This said: I hate everything other people make.

by Zachary Deming '20 and Gwyn Sise '20

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

The limiting implications of unstandardized attendance policies

by Julia Dupuis '21
Staff Writer

The first class of every semester comes with a long list of anxieties. What will the professor be like? Are the readings difficult? How many papers will we have to write?

For some students with disabilities, it isn't always that simple. When I open up my syllabus on the first day, I only have one question: What's the attendance policy?

Many students' lives are complicated by factors outside their control — issues that cause them to miss class more than one or two times. Living with depression, anxiety, chronic pain, autoimmune diseases, or other illnesses means constantly weighing a number of competing priorities. These are the conditions under which many Hamilton students live and work — conditions that most attendance policies don't address.

Invisible disabilities are the least well understood and recognized by faculty, mainly because they are not easy to address with accessible course materials, exam alterations, or tutors. They require an extra level of flexibility about class attendance and the use of more creative evaluations to monitor student progress.

The path to accommodation for these disabilities isn't always clear. Some students may be unaware that their condition — like chronic illness, brain injury, neurological disorder, or mental illness — qualifies as a disability. Others might hesitate to request accommodation, either because of previous negative experiences or because of the overwhelming stigma that dismisses these disabilities as less valid than those that are more visible.

My illness is loaded with assumptions — that I am lazy, apathetic, unwilling to participate, or simply unfit for higher education. When I don't show up to class more than a few times a semester, it is implied that I simply don't care enough about the course to warrant a good grade, regardless of how hard I work or how much I learn.

When a professor insists that students not miss class, it not only unfairly pressures disabled students, but also sends a clear message that students with invisible disabilities or mental illnesses are not welcome at this institution.

While requesting disability accommodation is an option, making a formal request required me to jump through endless hoops — getting clearance from the Health Center, taking multiple trips to the doctor's office to get forms filled out, and then constantly negotiating and renegotiating absence policies with professors.

This process isn't just time consuming, it's also expensive. Getting a diagnosis alone is a financial privilege.

I didn't have insurance for years leading up to college. When I finally received coverage under Medicaid, I spend months moving from doctor to doctor. Some physicians couldn't accommodate a patient under the age of 18, other practices closed down, and certain doctors were openly hostile or unwilling to take my chronic illness seriously. Even now that I'm on Hamilton's insurance, each trip to the doctor for treatment or paperwork costs me an additional fee.

With each barrier I face, I find myself forced into another negotiation. Do I go to the doctor or use this money for other needs? Do I try to attend class while in pain or do I risk a grade deduction?

The lack of a standardized absence policy allows for a wide range of possible outcomes. In some classes, attendance isn't taken. In others, two or three absences are permitted. And in some, no absences are permitted — or each absence deducts from a student's participation grade. While I'm grateful for all the professors who have been understanding and flexible with their policies, not all professors on this campus are fully prepared to address their students' needs. Some may even refuse to comply with student requests.

This puts the burden on me to spend my entire college experience fighting for my right to be here and excel academically at this institution. It's exhausting, time consuming, and humiliating to put myself at the mercy of professors every semester, living off the hope that they will be kind enough to excuse my absences or work with me to establish an alternative form of participation. It forces me to prove that I am "sick enough" to merit missing class.

When disability, socioeconomic status, and other social barriers combine, these strict absence policies can pressure students into negotiating the most crucial aspects of their existence. Even with disability accommodation, it places additional barriers in front of students with disabilities at a point in their lives when they are already the most vulnerable.

Rather than lowering the barriers to education for disabled students, it's time that we remove them altogether.

In order to do so, we need to take a hard look at the way these institutions are built from the ground up. How do individual class absence policies create additional challenges for students? How can we shift the way we view participation, active learning, and engagement in the classroom? How can we make the path towards accessibility resources available for all students?

This doesn't mean that every professor should allow unlimited absences or tardies for their classes, but unnecessarily strict policies only play into a larger system of structural oppression against those with invisible disabilities. No student should feel as though they have to choose between their health and their academic success.

It's up to professors and administrators to closely examine their own policies, challenge their assumptions, and start recognizing the way their class structure might be excluding certain students while catering to others.

Part of offering an inclusive learning experience is meeting the needs of all students. For students with disabilities like mine, changes to the absence policy would be a good start. Widening the definition of active participation could include options like one-on-one meetings during office hours, small group discussions, written assignments, or online activities. Opening up new avenues for participation and expression in a classroom makes it easier to assess the performance of students who are disadvantaged by traditional curriculum expectations.

In an ideal classroom setting, students would not have to ask for accommodation because those barriers would no longer be present. While that future might a distant one, the first step towards eliminating these barriers starts in the classroom. It starts with a commitment to affirming that I and all disabled students belong here.

Sports are the one great American unifier

by Elizabeth Foot '20
Staff Writer

For whatever reason, part of my Thanksgiving always includes watching football. College football, NFL football, really it's whatever's on when my family and I get back from my aunt's house. Being from Boston, you can guess which team I cheer for, but I am by no means a die-hard fan. I used to know more of the rules; back in middle school when we had to play flag-football I learned some basics, but now I have no idea.

Yet, I still really enjoy it and while I do not always understand how invested people can get into football or any major sport, I enjoy watching sports. Hockey is my personal favorite since the game moves so quickly, and football is a close second. Having played sports all my life, I just assumed that explained my fascination and enjoyment in watching others play. Athleticism does not fully apply to my extended family, yet they seem to enjoy football even more than me. Despite their lack of athletic ability, it makes sense.

Sports give people a common side to cheer for or against. Watching gives rushes of adrenaline (with no potential for injury), plus you can eat whatever you want while cheering, surrounded by people you care about. Put simply, watching sports is fun. Of course there are ways to make it more fun or interesting, such as creating and participating in a fantasy league or trying to tag the college players who are going to go on to play professionally, but those are just additions. When you watch a game between two teams you care little or know nothing about, it is still fun and definitely not as stressful as watching your untouchable team get taken down by an underdog.

Watching sports allows individuals to lose and not feel individually blamed. If your team wins, you win; if your team loses, it wasn't actually you losing. All viewers really lose when their team loses are bragging rights and some pride. It's nothing like being a soccer player who misses a penalty kick. That being said, major sports bring viewers together in a similar way teammates are brought together in overtimes, at practices, or during scrimmages: the shared passion for the game.

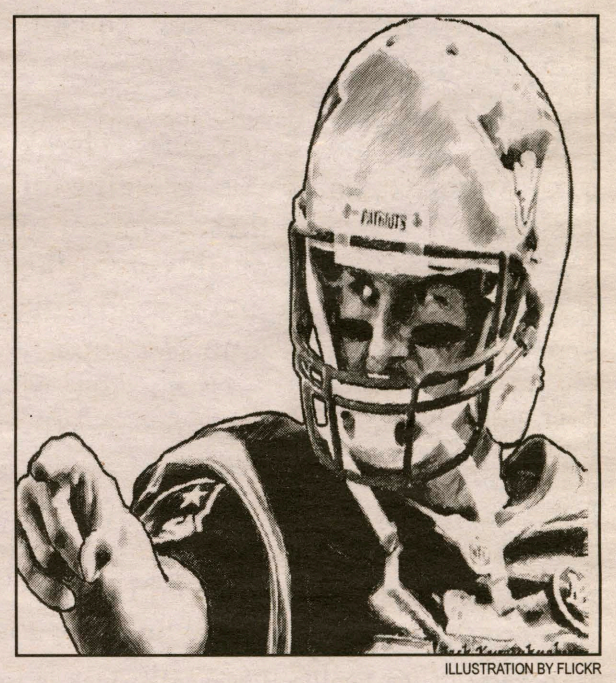

ILLUSTRATION BY FLICKR

It doesn't matter if you're on a couch cheering with drinks and pizza or buffalo wings, or if you're running 30 yards for a touchdown. Viewers, players, coaches, managers, and sportscasters all benefit from sports' ability to unite strangers and give people something to support.

I might be biased, but I have a hard time seeing the universal effect sports can have on groups being same across other industries. Theatre can bring people together in a viewing experience but it is often a one-time event rather than weekly activity. So the challenge remains: find a major industry that brings people together over a group of talented, diverse individuals and has perks of being observed from one's warm couch with unlimited amounts of food, and let me know. I'll be sitting here with my chips and dip watching Tom Brady excel.

Salah Abou-Seif critiques social politics

by Ghada Emish '19
Staff Writer

ILLUSTRATION BY PIPPA SCHWARZKOPF '16

A depiction of a scene from the film, *The Last Night* (1963).

The films directed by Salah Abou-Seif (1915-1996) are some of the most socio-politically analytical in classical Egyptian cinema. Having studied cinema in Italy during the realist film wave, Abou-Seif was a neo-realist director who sought to create films that question the validity of the social norms, which create and subsequently perpetuate social issues. When it came to the subjects of his films, Abou-Seif chose themes through which he could illustrate the struggles that society was undergoing in the 1950s, including long lasting pressures of colonization, issues brought about by gender roles which no longer fit the changing social context, and the survival of low-income families. Abou-Seif's realistic lens in evaluating the social norms shows that there was room for the expression of progressive ideas. The social issues point to gender inequalities and societal unrest, but the critique of these matters through film also asserts the conceptual merit of this form of artistic expression.

One of the most important films in the history of Egyptian cinema is *Beginning and End* (1960), based on a novel by Nobel prize winner Naguib Mahfouz, who was known for his portrayal of socio-political concerns through a profound elaboration on the characters and the details of their daily lives. Beginning and End, which claims the feel of an epic social drama, tells a story that is emblematic of Egyptian society in the 1960s: a family that suffers from severe poverty and struggles to find a stable future. The family, consisting of a single mother, three sons and a daughter, does not have a source of income in the wake of the father's death. The fact that the mother and the eldest daughter do not work, due to not having received an adequate education to gave empowerment, poses a fundamental problem for the family's financial situation. This issue is exacerbated because the two youngest sons are students and thus, cannot work. The mother wants her sons to continue their education so that they can create for themselves opportunities for a better living and escape the poverty of the family. However, education is not similarly prioritized for the daughter, despite the unsatisfactory status caused by unemployment of women. This stems how uncommon it was for a woman to even partially provide for her family at the time. As a result, the daughter works as a prostitute, which is considered taboo, to provide her family with a source of income. However, she does not explain to her family how she earns the money. Abou-Seif demonstrates that breaking societally imposed restrictions is a way to maintain the family's life; yet, the fact that she keeps her work hidden demonstrates that society is not concerned with the means by which the family survives, even if the means are denounced by society.

The only other source of income for the family is the pension of the deceased father, and even this is not consistently given to families due to the administrative corruption caused by English colonization of Egypt which lasted from 1882 to 1956. The female dependence on male financial support, which is controlled by colonization, functions within a complex social dynamic that imposes its weight on the individuals in entraps. The ethical grounds for prostitution becomes a relative matter because unlike most women in her social class, prostitution is how the daughter supports her family.

The young son, played by Omar Sharif, seeks prestigious status in society as a soldier and even seeks to marry the daughter of an important man who has strong army connections. Certainly, these endeavors would enable him to escape from the grasp of poverty. The pressures of the socio-political issues demonstrated in colonization, and the lack of female education and employment seep through the hierarchy of social levels and wields the greatest influence on the low-income families. The young son's desire to be part of an "important" family shows that the way to improve one's living condition can not be achieved through hard work alone — being backed by high-status families served as a serves to improve one's social and thus, professional standing. Abou-Seif relies on handsome Sharif's performance to add a realistic sense in the scene when the young soldier pretends to his mother and sister that military school is strict to a horrifying point. Dressed in a prestigious military suit, his performance is persuasive.

Abou-Seif questions whether the young man, according to society, is ambitious or ethically corrupted by the social institutions that survive on his sense of inferiority. The perpetuation of the struggles witnessed by the lower social class keeps the foundations of the higher class secure. A way out of this restriction for women would receive an equal opportunity for education and work. The social norm that women cannot work perpetuates the struggle of the family as well as the larger struggle within society of the lower social class. The key is to break through norms, especially the ones that impede social reform.

This writing project is supported by the Kirkland Endowment Fund.

The Kirkland scholarship recognizes students who demonstrate a commitment to the needs and interests of women. It perpetuates the legacy of Kirkland College, which was the women's college, coordinate with Hamilton, from 1968 to 1978.

Dzialo '19 gives Emerson presentation on history of art education at the College

by Peter Case '21
Staff Writer

PHOTO COURTESY OF HAMILTON COLLEGE

At 4 PM on Nov. 29, Louis Dzialo '19 presented his Emerson Summer Project, "Edward Wales Root and the Birth of Arts Education at Hamilton College," a look at Hamilton's incorporation of the visual arts into its central curriculum at the hands of Edward Wales Root, who served as an art appreciation professor from 1920 to 1940.

Dzialo is an art history major and a docent at the Wellin Museum, conducting tours and working behind-the-scenes on exhibits. "I was led to take on this project because I've done a lot of things in the art world both at Hamilton and in jobs/internships off the Hill, but I've never taken on an extensive research project, especially one that used primary source documents. I wanted to see if the trench work that graduate level students do in archives and libraries was something I liked and could do. It was a way of challenging myself because I'm thinking about getting a graduate level degree in art history at some point. Also it was about the history of the College and I'm pretty interested in that as well."

Edward Wales Root was born in 1896 to former US Secretary of State, Secretary of War, and Nobel Prize winner Elihu Root, for whom several buildings on campus are named. In 1910, at the tender age of twenty-four, Edward became a lifetime fellow at the Metropolitan Museum of Art in New York City, despite having no previous formal art education.

"Probably my favorite fact about Root's life is that he fell in with such a rough and tumble group of people — the ashcan artists — when he lived in New York City after college," said Dzialo.

This was someone who was ostensibly quite shy and introverted because of his growing deafness but he really connected with people who were completely different to him. They were poor struggling artists and he was the son of one of the richest and most powerful men in the country but he connected with them because he needed friends and he had always felt like an outsider in his own family."

Edward spent much of his twenties living in New York City, exploring the city's art scene with prominent artists like George Luks and Ernest Lawson. He also began to compile his art collection, much of which currently resides in the Munson Williams Proctor Art Institute in Utica, NY. Root's own artistic taste was heavily influenced by the 1913 Armory Show in New York, which showcased modern art pieces by artists like Matisse, Marcel Duchamp, and Paul Gauguin.

In 1920, Root was hired at Hamilton College as its first Art Appreciation professor. At the time, art was far from ubiquitous on campus, partly due to the strict parochialism of its president, M. Woolsey Stryker, who believed that Hamilton's mission should revolve around "practical" coursework, like legal study and divinity. The contrast between Stryker and Root's views on art education landed them in the center of a national debate on the merit of visual art study in academia. Some were adamant that art be studied like a science, delving heavily into research and theory with little aesthetic appreciation. Others focused on the creation of visual art, and studying technique and form through practical application. When Edward Root initially arrived on campus, he chose the former teaching style, but as he realized that his students, many of whom hailed from rural New York and had little exposure to fine art, lacked experience with the physical study of art, he began to transition to the latter.

Root pioneered creative techniques for acquainting his students with color and space, such as the spinning wheel experiment, where he had his students take two different colors of yarn and spin them together to create a third. Root invited his old friend George Luks up to Hamilton College to "dry out" (Luks was an alcoholic,) and bring students into what is now the Root Glen to learn about the applications of different realist techniques. Root also founded the English-Fine Arts Club, which offered an extracurricular opportunity for students to grow their visual art skill set. Root would invite students over to his on-campus home to evaluate works and discuss their merit in a small, casual setting. In doing so, Root integrated art appreciation into his students' daily lives and set a precedent for intimate academic discussions with professors that Hamilton still prides itself on today.

Edward Wales Root died in 1956 in Clinton, as one of the most well-regarded Art Appreciation professors in the country. His contributions to the school can be summed up in a quote by his wife: "He always has the next generation in mind. He plants the acorns not the oaks."

For more information on Edward Wales Root or Louis' presentation, email ldzialo@hamilton.edu.

Dining hacks for finals week

by Catherine McFarland '22
Staff Writer

IMAGE COURTESY HAMILTON COLLEGE

As the end of the semester approaches, you have most likely tried just about everything Commons and McEwen have to offer. But, here are some dining hall hacks to keep you energized during finals season!

1. Muddy Buddies

This hack only works in McEwen, so sorry lightsiders! To make these scrumptious treats, you need to mix together two scoops of peanut butter from the bagel station and two scoops of chocolate chips from the ice cream station. Then head over to the microwave, and melt them together for 30 seconds, stopping every 10 seconds to mix them. Once they are melted, add 1 cup of regular chex to the bowl. Stir them together until all the chex is fully coated in the mixture. Lastly, head to the coffee station and add two scoops of powdered sugar, and mix it all up again.

2. Stir Fry

Do you miss Asian food, but Mitsuba is too far? This hack combines the rice bowl bar and the salad bar to create a power bowl. You can create this with your choice of vegetables, meat, and sauces, but here is my personal favorite bowl: Start by filling a bowl halfway with fresh white rice and drizzling it with soy sauce. Then add one spoonful of hoisin sauce, ⅓ a spoonful of sweet and sour sauce, and sesame seeds. After this, head to the salad bar and add any vegetables you want! I recommend edamame and broccoli. Once you have chosen your vegetables, you can either add tofu or head to the grill for some chicken. Now just mix it up and enjoy!

3. Quesadillas

This one is perfect if you want something quick! Head over to the sandwich line and grab a tortilla. Then head to the salad bar if you want to add fresh peppers, or the taqueria if you want salsa or any taco fixings. Then you can either add the three cheese blend from the taqueria, shredded cheddar from the salad bar, or sliced cheddar from the sandwich bar. Next, fold over your tortilla and put it in the panini press until crispy.

4. Milkshakes

Too broke to buy a 5 dollar milkshake from Diner? Not to fear, Commons is here! Within two minutes you can have your very own blended drink, no blender needed. Just grab your favorite flavor of ice cream and throw a few scoops into a to-go cup. Then add your choice of milk (whole if you want it the creamiest), grab a spoon, and mix it up with all your might! Viola!

5. Goldfish

The last one is the simplest, but quite possibly the most important hack of all. If you are ever in the mood for a crunchy treat, or you are out of snacks in your room: the soup section has goldfish. Just throw some into a to-go cup or bowl, and smile with the snack that smiles back!

Five reasons you should stop studying and just drop out

by Peter Case '21
Staff Writer

IMAGE COURTESY OF PIXABAY

It's that time of year again, when everyone begins questioning their sanity and whether any of this is really worth it. I'm here to tell you that no, none of your finals matter even a little bit, and frankly you are an idiot for thinking they do. So here are five reasons why you should just stop studying for finals and drop out.

1. You won't get a job anyway.

There seems to be a gross misconception of what the job market needs at the moment. Because Hamilton is a liberal arts institution, it is financially dependent upon tricking you into thinking your degree will land you a job. Furthermore, students appear to be under the impression that the higher your GPA, the higher your marketability. But I'm here to tell you that no matter how well you do on your Russian History exam, you are still going to be either *unemployed* or *underemployed* upon graduation, and nobody at McDonald's is going to care what grade you got. So just stop studying and drop out.

2. It's way too late for you

Even if you can get it together enough to make an attempt at studying (and that's a big if), you are most likely too far behind for it to even matter. Following a semester of debauchery, procrastination, and sending it, there's little hope that anything you can cram into your head in the next week will make any difference in the end. Quit while you're ahead! There's still plenty of days left to cap the year off in style without having to worry about those pesky exams.

3. YouTubers make six figures each year yelling about cartoons into a microphone.

Why are you pursuing yet another boring finance gig when you can just buy yourself an audio kit and make a YouTube account doing literally whatever. It honestly does not matter what kind of videos you make, just as long as you produce mass amounts of lowest-common-denominator garbage, you'll probably make more than doing whatever the hell you plan on doing with your sociology degree. So just stop studying and drop out.

4. Self care is important.

Studying for finals is hard. You need your sleep. Try going to yoga. Or just stop studying and drop out.

5. It's not going to make your grade better.

Either your professor always gives you the same arbitrary grade on every assignment because he doesn't like your face, or your devastating mediocrity makes your hard work and last minute tripe indistinguishable. Regardless, however much you study is not going to make a difference in what grade you receive, because the system is broken and you are not smart enough to fix it. So please, just stop studying and drop out.

Photo of the semester

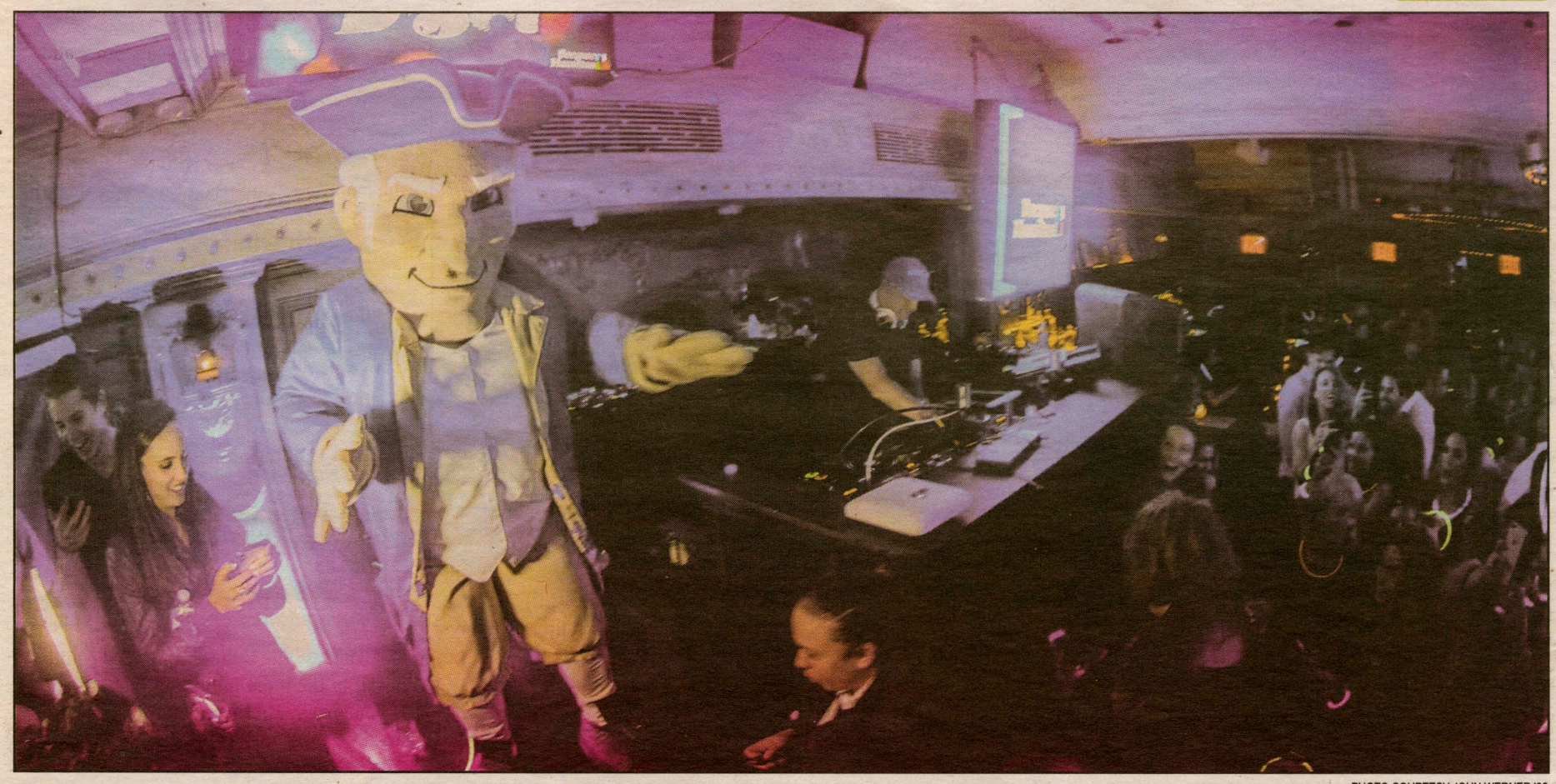

PHOTO COURTESY JOHN WERNER '92

David Solomon '84 as "DJ D-Sol," accompanied by a dancing Alex, at the kickoff of the "Because Hamilton" capital campaign.

Dance students shine in choreography showcase

by Grace Passannante '20
A&E Staff Writer

The Fall 2018 Choreographer's Showcase is an agglomeration of the expertise and capability of students involved in the Department of Dance and Movement Studies at Hamilton College. All pieces are directed and performed by students, and their hard work and expertise shows in the smoothness, style, and intricacy of their performances. The show ran on Friday and Saturday, Nov. 30 and Dec. 1, from 7:00 PM to 7:30 PM in the Blood Fitness Center Dance Studio.

The show opened with "Kaleidoscope," choreographed and performed by Deborah Gakpo '19, Eben C. Moulton '19, Haley Raphael '20, and Olivia Rees '19. Gakpo, Raphael, and Rees started the show by skipping across the stage in bright colors, reminiscent of a kaleidoscope. Then Moulton entered the stage and lifted Rees and Raphael into the air. All four dancers continued together. The piece started the show on a positive and energetic note.

The next piece, "Moon River," choreographed and performed by Alex Blomfield '20 and Katie McMorrow '20, was incredibly moving. The sound score, "Moon River" by Frank Ocean, was a slow-moving, soulful song with a sad note to it. The piece began with dim lights and very slow movements. Blomfield and McMorrow, wearing long, dark, flowy tunic tops, began in a passe position, creating an emotional and dramatic scene. As the lights grew brighter, their flowy tunic tops became more visible and the neutral, warm colors added to the romantic vision of the piece. Throughout the piece, the two dancers performed slow, coordinated movements, at one point even using each other as mirror images. They also moved in coordination with the lyrics and slow rhythm of the song. The piece seemed to embody how people feel when they are hopeless and lost. The fact that the two dancers danced in coordination represented that people are not alone when they feel lost and broken, as it happens to everyone. The music, flowy costumes, dim lighting, and sequence of smooth, elegant movements and phrases fit together nicely to convey that message.

PHOTO COURTESY OF GRACE PASSANNANTE '20

The cast and choreographers take their final bows at the end of the showcase on Saturday night. The performance was the culmination of months of hard work.

"War and Peace," choreographed and performed by Kory Fogarty '19, Colby Jones '19, Bianca Macdonald '21, and La'Shawn Russell-Ware '19 was shockingly violent and aggressive in comparison to the two previous pieces. Their movements were much more jerky and the piece included fake combat. The room was dimly lit with flashing red lights. The performers wore all black, except for MacDonald's white shirt. At one point, Fogarty and Jones used a metal chain to emphasize the violent struggle of war. The piece's shocking qualities drew the audience in and strengthened their attention.

"War and Peace" was followed by "Wake up in the Sky," choreographed and performed by Steven Bui '22, who did an impressive job with a one-person performance. Bui gave a dramatic start to his dance by facing away from the audience as "Wake up in the Sky" by Bruno Mars started playing. His yellow shirt illuminated the room, adding an element of electricity to the dance.

Next was "Enough," a piece choreographed and performed by Gakpo, Macdonald, and McMorrow. The sound score, "Buzzcut Season" by Lorde, imposed a restless energy onto the piece. The three dancers coordinated their flowy, smooth, movements as they lunged, and moved, with a sense of urgency and elegance.

"Perseverance," choreographed and performed by Blomfield, Bui, and McMorrow began with each dancer moving in an isolated area, out of sync with one another. However, as the music continued, their perseverance brought them together in syncopation with one another and with the bass in the music.

"Experience," choreographed and performed by Blomfield, Fogarty, Haley Raphael, and BellaDonna Sins '19, was the only piece that was accompanied by classical music. This piece was a beautiful way to end the main program. Sins, dressed in white, began the piece by dancing alone on the dimly lit stage. Her movements were very dramatic and passionate. As she lay on the floor, her heavy breathing represented a sense of defeat. After she had her time on stage, Blomfield, dressed in black, entered. Blomfield and Sins danced in a combative way at first, but then as the music sped up, the two dancers started to dance in unison, and embraced in a hug at the end. The two dancers, initially separated, created a whole at the end.

To end the performance, the choreographers performed pieces that were associated with a homemade sound score. The three soundscores, "Third World," "Civil Disobedience," and "Four Corners "appeared to be recordings of the students' voices. The recording functioned as a song to which the students danced. It was an interesting way to make the dances even more personalized. Not only did the students choreograph the movements that they performed, but they also designed the rhythms to which they danced.

PHOTO COURTESY OF HAMILTON COLLEGE DANCE TEAM

Beyond the classroom, many of the student choreographers, pictured here, continue their engagement with dance on the Hamilton College Dance Team.

Hamilton College Choirs kick off the holiday season

by Josie Blatt '21
A&E Editor

The Hamilton College Choir, The College Hill Singers, and College Chaplain Jeff McCarn joined members of both the local and Hamilton College communities for A Christmas Service of Lessons and Carols on Sunday, Dec. 2 in the Chapel.

The Chapel was decorated with candles, poinsettias, and a stunning Christmas tree. The service, in celebration of the season, was split into nine Christmas lessons: "The Spirit of the Lord," "The Kingdom of Peace," "A Little Child Shall Lead Them," "Born of a Virgin," "Jesus: A King to Save the People," "A Humble Place in Bethlehem," "A Sign to the Working Class," "A Sign to the Educated Elite," and "The Prayer of Light."

Each lesson was comprised of a scripture read by a Hamilton student or local clergy and a carol sung by the entire congregation or an anthem sung by one of the choirs, led by Choir Director Danan Tsan. The songs and scriptures complemented each lesson's theme.

Before the lessons began, the service opened with Jean-Francois Dandrieu's Quand le Sauveur Jesus Christ and Gregorian chant "Veni Emmanuel," played exquisitely by Choir Accompanist and Organist Tina Toglia.

PHOTO COURTESY OF HAMILTON COLLEGE CHOIR

Lost in song, the Hamilton College Choir's tenor section shares their joy for music with audiences on the Hill.

Although the service was inherently Christian, choir members and community members of all denominations enjoyed the music and the company. One highlight was the passing of the flame preceding the "Light of Life" lesson. Listening to the classic carol "Silent Night" while looking around at the Chapel filled with over a hundred candles was a beautiful moment.

During the more popular carols, including "O Come, All Ye Faithful," "Hark, the Herald Angels Sing," and "Joy to the World," a great sense of community filled the chapel. Toglia accompanied all of the carols with grace.

The choirs debuted all new repertoires, and many of the songs were reprised at their winter concert on Wednesday. A memorable moment in the service was the performance of Kim Andre Arnesen's "Norwegian Alleluia" by The College Hill Singers, a select chamber ensemble of singers within the Hamilton College Choir. The lively energy and precision of the College Hill Singers transported the chapel to the fjords of Norway.

Another highlight of the College Hill Singers was their performance of "Hodie Christus Natus Est" by Francis Poulenc during the "A Sign to the Working Class" lesson. The acoustics of the chapel combined with the intricate harmonies sounded angelic.

The Hamilton College Choir filled the hall with energy as they sung traditional French carol "Angels we Have Heard on High." The enthusiasm of the choir was evident as they bounced to the rhythm of the music with smiles on their faces. Service attendees enjoyed hearing this upbeat, familiar tune.

A softer but equally notable moment for the Hamilton College Choir was their performance of "I Wonder as I Wander" by John Jacob Niles. The choir's dynamic contrast throughout the song was remarkable. Additionally, the voices of the soprano soloists, Kelly Collins '21 and Kaylee Davis '22, resonated beautifully throughout the chapel. "I Wonder as I Wander" tells the story of the birth of Jesus, thus it was placed fittingly in the "Born of a Virgin" lesson.

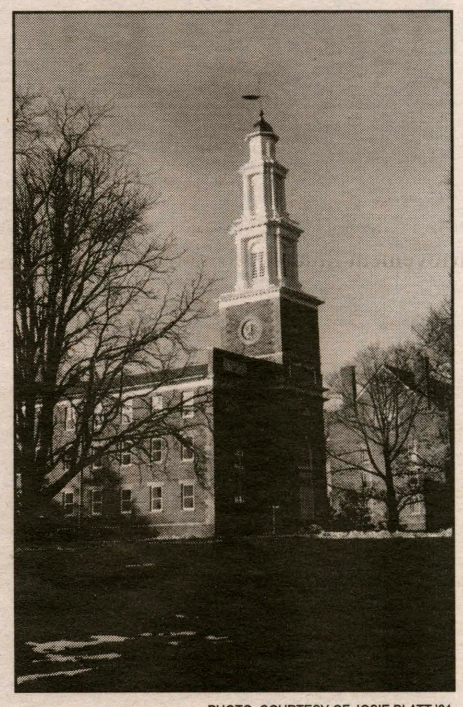

PHOTO COURTESY OF JOSIE BLATT '21

The Hamilton College Chapel.

Additionally, the choirs led all of the carols, an impressive feat considering that some choir members were sight-reading certain carols from their hymnals for the first time.

Following the service, attendees gathered in the Chapel Lounge for a cookie reception. Overall, Sunday's Christmas Service of Lessons and Carols was a joyful place of gathering for Hamilton students, parents, faculty, and community members to celebrate the start of a wonderful holiday season.

Arts & Entertainment: a semester in review

by Bethany Vickery '20
A&E Editor

In this last week before final exams, it is refreshing to remember all the highlights of the semester. Over these past months, Hamilton students have produced a wide range of artistic content, from theater productions to original songs and artwork.

The College has been visited by comedians, musicians, and poets. In September, Mike Birbiglia performed at Wellin Hall as part of his Stand Up and Vote Tour. Joining Birbiglia were Melissa Villasenor, Phoebe Robinson, and Gary Gulman known for their performances on *Saturday Night Live* and Netflix's *Ibiza*, *Last Comic Standing*, respectively. Most recently, CAB Comedy brought Sydnee Washington and Moses Storm, who performed in the Events Barn on Nov. 29.

Onstage this semester, students performed in plays and musicals, starting on Aug. 21. While it was still warm outside, BareNaked Theater presented Shakespeare's *Twelfth Night* on an open-air stage outside of KTSA. The Fall Mainstage production this year was *King Stag* by Italian playwright Carlo Gozzi. The final theater production of the semester, though, has yet to come. On Dec. 7, Maggie Luddy '20 and Kenny Letts '21 will debut as co-stars in the two-person musical, *The Last Five Years*.

The College's music scene this fall was characteristically vibrant, with regular performances from student bands, including Yonic Youth, Milk, Juice, Grime Time and individual performers like Suave TheGent (Ricardo Millien '19) and M. Ricio Matt '21. On Nov. 3, a collaborative effort by Delta Phi, Vibes, SPAC, and WHCL brought together a myriad of student performances for The Funktion 3: Son of the Funk. The Feminists of Color Collective hosted a Speakeasy open mic and spoken word event on Nov. 7, featuring guest speakers Dr. Crystal Endsley and Tony Keith as well as student performers. CAB invited numerous musical guests to the Hill, including Waka Flocka Flame and Maliibu Miitch who performed for the annual CAB Fall Concert. WHCL also hosted a fall concert featuring bands Varsity and Anemone. *The Spectator* published an interview with reggae artist and humanitarian, Taj Weekes, who visited campus on Nov. 2.

In addition to his exhibit at the Wellin, artist Jeffrey Gibson visited the College to discuss his work as a multidisciplinary artist. An exhibition of his work, titled "This is the Day," features film, garments, and paintings and remains on display in the Wellin until Dec. 9. Other renowned artistic guests included the Mountain Drifters, a musical trio led by Grammy-nominated fiddler Bruce Molsky. The Ephrat Asherie dance company performed at Wellin Hall in September, and offered Hamilton Dance students a master class with the company director. Ephrat "Bounce" Asherie, a 2016 Bessie Award Winner for Innovative Achievement in Dance, taught Hamilton dancers the basics of House dancing and music. In October, the Literature and Creative Writing departments invited poet Afaa Weaver to speak on the Hill. Weaver addressed Hamilton students at the Barn, discussing his work as a poet and journalist. Best known for his Plum Flower Trilogy collection, Weaver is the winner of the 2014 Kingsley Tufts Award for The Government of Nature, the poetry category of the 2015 Phillis Wheatley Book Award for City of Eternal Spring, the Beijing Writers Association's 2005 Gold Friendship Medal for his work with Chinese poets, two Pushcart Awards, the May Sarton Award, and the ETA Creative Arts Foundation's PDI Award in playwriting.

A cappella groups are integral to the College's music scene. This semester, the a cappella groups have performed regularly at a variety of events. From concerts in the Chapel to guest appearances at the Minds for Change Speak Out, the voices of Hamilton's a cappella groups have accompanied all the events of the semester. To close out the semester, Duelly Noted, the Hamiltones, Special K, Tumbling After, and the Buffers are holding a holiday concert in the Barn on Thursday, Dec. 6.

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Movie-watching at the Oneida Movieplex has just been taken to a whole new level of comfort and relaxation. The Oneida Movieplex is thrilled to announce the installation of luxury plush, fully reclining chairs that provide audiences with a first-class movie watching experience. Moviegoers can lean back and relax as they enjoy a premium recliner that features a powered push button recline mechanism and superior leg room for extra comfort. All nine auditoriums in the complex now boast reclining chairs.

In addition to the plush recliners, the Oneida Movieplex is also offering $5 movie tickets for all showtimes before noon, $5 tickets all day Tuesday and $1 small popcorn with each admission on Wednesdays. Kick back in the new recliners and take advantage of the ultimate movie viewing experience and wide selection of films that the Oneida Movieplex offers. Upcoming movies include Fahrenheit 11/9, The Wife, The House With a Clock in Its Walls, Life Itself, Night School, Small Foot, A Star is Born, Venom, Goosebumps, Halloween, The Nutcracker and the Four Realms, Fantastic Beasts: The Crimes of Grindelwald, Ralph Breaks the Internet, Mary Poppins Returns and Aquaman.

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STUDENT ASSEMBLY FALL 2018 ACCOMPLISHMENTS

1. 45,656 words and 95 pages of Minutes
2. Allocated $101,743.76 to Hamilton clubs and organizations
3. International Week
4. Lighting of our Village
5. Pizza with SA!
6. Menstrual Hygiene Initiative
7. Approved 12 new student clubs and organizations
8. Designated Parking for Rogers Residents in Root Faculty
9. Committee Restructuring
10. Constitutional Changes
11. International Week
12. Class Banners
13. YWCA Mohawk Valley Ribbon Fundraiser

Ongoing Projects

1. "Grab n Go" in Commons
2. Welcome Packets for SA members
3. Publicity partnership with The Spectator
4. Student Diversity Council Revamp
5. Revamping Bundy Dining Hall

NESCAC Ice Hockey Rankings

Women's

	Conf	Overall
#1 Middlebury Panthers	3-0-1	3-1-2
#2 Hamilton Continentals	3-1-0	5-2-0
#3 Colby College Mules	2-2-0	3-2-0
#3 Connecticut Camels	1-1-2	3-2-3
#3 Williams Ephs	2-2-0	4-2-1
#6 Wesleyan Cardinals	1-1-0	3-3-0
# 7 Amherst Mammoths	1-2-1	2-2-1
#8 Trinity Bantams	1-3-0	2-3-0
#9 Bowdoin Polar Bears	0-2-0	0-6-1

Men's

	Conf	Overall
#1 Wesleyan Cardinals	3-0-1	3-2-1
#2 Middlebury Panthers	3-1-0	4-2-0
#3 Trinity Bantams	2-1-1	4-1-2
#3 Williams Ephs	2-1-1	3-2-1
# 5 Amherst Mammoths	1-1-1	3-2-1
#5 Bowdoin Polar Bears	1-1-1	3-3-1
#5 Hamilton Continentals	1-1-1	3-2-1
#8 Tufts Jumbos	1-3-0	3-4-0
#9 Colby College Mules	0-2-1	2-2-2
#10 Connecticut Camels	0-3-1	2-4-1

Men's basketball still undefeated

*from **Basketball,** page 16*

led the team with 11 rebounds and Elliott Tirbaso '22 bagged the Continentals' 100th point with around 10 minutes left to play. The final 125-65 score overwhelmed York's team and was a morale booster for a team looking to establish dominance.

The next challenge was Bard College (4-3) on Tuesday, Nov. 20. Though a closer game than the York matchup, Hamilton improved to a 3-0 record with a 97-88 win. Gilmour led the team in both points and rebounds, with 32 and 8 respectively. Tim Doyle '19 had a career-high 10 assists. Solid play by Sayo Denloye '20 and Spencer Kendall '21 contributed to the win. Free throws from Mark Lutz '20 and Nick Osarenren '22 helped, and Michael Grassey '19 had a nice layup with five minutes left to cushion the Continental lead.

Hamilton headed to Pittsburgh, PA, the next weekend for the Carnegie Mellon Invitational, which featured the closest game so far this season, but Hamilton ultimately came through unscathed and with a 5-0 record. The first game of the Invitational was against Transylvania (3-3) on Saturday, Nov. 24 and Grassey dominated, leading the team in both points (24) and rebounds (9). Hamilton went on to a 73-63 win. The Continentals took on the hosting Carnegie Mellon (2-6) team on Sunday, Nov. 25 and faced a tough challenge. However, the 79-71 win (the closest game so far) gave Hamilton the Invitational title and a 5-0 record. Gilmour and Hoffmann each contributed 16 points and Grassey finished off his weekend with 8 rebounds.

Both Grassey and Doyle made the all-tournament team, and Grassey was named tournament MVP. Grassey's superior week did not go unnoticed; he was named the NESCAC Men's Basketball Player of the Week for the week of Monday, Nov. 26. Grassey averaged 15.7 points a game over the three games of the week, along with 8.0 rebounds and 3.0 assists. This was his first time named as a NESCAC Player of the Week, an honor that the 6-foot-4 wing would like to repeat. The next day, d3hoops.com released their first updated poll of the season, and Hamilton had vaulted from #9 to #3 nationally.

This past week, Hamilton took on Utica College (4-1) on Thursday, Nov. 29 away and defeated the Pioneers 73-58. Gilmour led the team with 21 points and Grassey, Hoffmann, and Lutz each had points in the double digits. Kendall was perfect on shot attempts and Hamilton capitalized on Pioneers' turnovers to grab 23 points on turnovers. Hamilton had a 50-24 advantage in the paint and managed to win the game despite trailing at the break.

The Saturday, Dec. 1 game was another decisive win, this time away at Johnson & Wales (3-3), where they won 91-71 and extended their win streak to 7 straight games. Grassey led with 21 points and Andrew Groll '19 had a double-double with 18 points and a team-leading 10 rebounds. Gilmour and Hoffmann also had double-digit points. Osarenren continued his strong defensive play and sits second on team in blocked shots.

Despite the team's undefeated play, Hamilton fell one spot in the next d3hoops.com poll to #4, a drop that will be easily fixed with continued strong play. The real challenge will begin when NESCAC play starts in January. The team will head to Florida after the holidays for the Daytona Beach Ocean Center Land of Magic Classic. The next home games after classes resume will be NESCAC matches against Friday, Jan. 25 against Bowdoin and Saturday, Jan. 26 against Colby, both in the Margaret Bundy Scott Field House.

PHOTO COURTESY OF JOSH MCKEE

Women's hockey leads conference in goals per game and power play success

*from **Hockey,** page 16*

win. With the NESCAC victory over Colby under their belt, the Continentals turned their attention back to Russell Sage Arena and their next game against SUNY Potsdam.

The Potsdam Bears visited Clinton on Tuesday, Dec. 4 for a 7:00 PM puck drop. Building off of their two game win-streak, the Continentals established their dominance early yet again by scoring the first goal of the game and effectively shifting the pressure to their opponents. Karina Sirabian '21 was able to tip in a rebound from a shot by Emily Walther '21 for her first goal of the season. The score remained 1-0 throughout the first two periods.

Nearly halfway through the third period the Bears took advantage of chaos in front of the net and slid the puck past goaltender Sid Molnar '22. With the score tied when the buzzer sounded to end regulation, the teams moved on to a 5-minute overtime period. In the just over 30 seconds into the extra period, a dominant run by the first shift led to a goal by Missy Seagall '21 as she sped into the Bears zone to score a top shelf goal to end the game. Notably, the Continentals outshot the Bears 53-12 in the game, cementing their offense as a league powerhouse.

Hamilton's dominance is clear in the statistics. Hamilton leads the NESCAC in goals per game average, power play success, first-year scoring, special teams plus/minus, and also has the least penalty minutes. The combination of offensive power and clean play has helped Hamilton in the rankings and on the rink.

Hamilton's goaltending is also superb; Johnson is third in the NESCAC in terms of goals against average (1.25) and save percentage (0.945). She is also the only goaltender in both men's and women's hockey to remain undefeated in the NESCAC, posing a tough challenge to opponents. First-year Molnar is also getting a solid start, with a 2.71 goals against average and a 0.867 save percentage.

The Continentals play again at 6:00 PM on Friday, Dec. 7 against SUNY Oswego in their last home game at Russell Sage Rink before winter break. The following day, Saturday, Dec. 8, the team will travel to north to SUNY Potsdam, hoping to get another win in their second game against them. These games will conclude December of the 2018-19 season. The women's hockey team will pick back up in early January in the Delta Hotels Burlington Ice Hockey Classic over break. The next home game during classes will be Friday, Feb. 1 and Saturday, Feb. 2 both against Bowdoin College in the Russell Sage Rink.

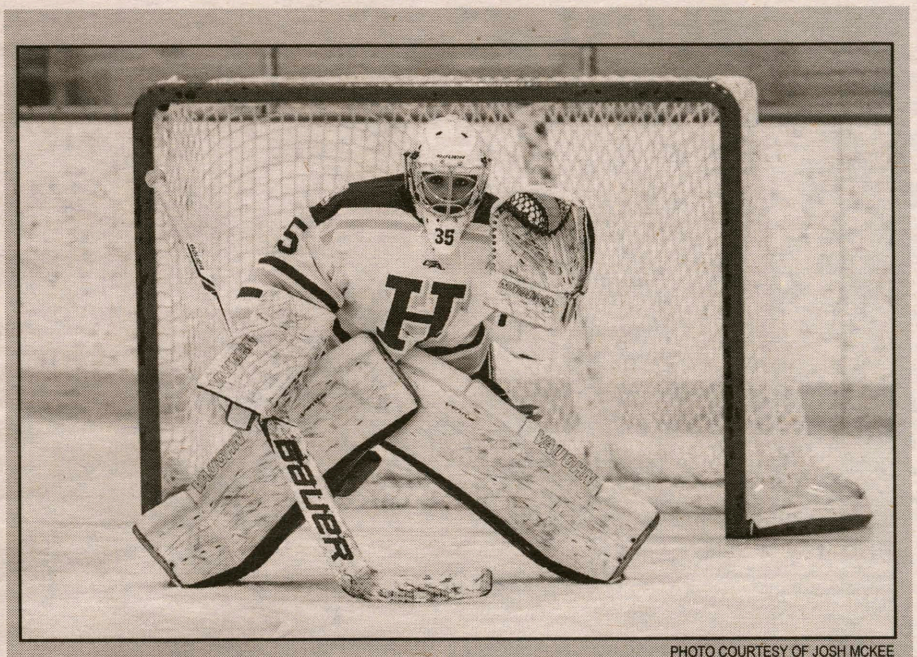

PHOTO COURTESY OF JOSH MCKEE

Player Profile: Sammy Johnson '20

Hometown: Scituate, M.A.
Position: Goaltender, #35
Minutes played: 240
Goals against average: 1.25
Save percentage: 0.945
Record: 4-0-0
Did you know? Johnson is the only undefeated goaltender in both men's and women's ice hockey in the NESCAC. She has made 103 saves so far this season.

In her words: "There is absolutely no way that I would have this undefeated title right now if it were not for my hardworking team. I owe everything to our defensemen for keeping everything to the outside and to our forwards who block more shots than most. They truly put it all on the line when I'm in net and it inspires me to play harder too. They made that title possible."

Last week's scores

Men's hockey (3-2-1) on Friday, Nov. 30 at #5 Trinity

	1	2	3	OT	F
#5 Trinity	1	0	1	0	2
Hamilton	0	2	0	0	2

Women's basketball (7-1) on Saturday, Dec. 1 at Norwich

	1	2	F
Norwich	19	24	43
Hamilton	35	27	62

Women's basketball (7-1) on Friday, Dec. 30 at Framingham State

	1	2	F
Framingham	31	29	60
Hamilton	26	34	70

Women's basketball (7-1) on Tuesday, Dec. 4 at Union

	1	2	F
Union	28	37	65
Hamilton	24	32	56

Men's hockey (3-2-1) on Saturday, Dec. 1 at Wesleyan

	1	2	3	F
Wesleyan	1	1	3	5
Hamilton	1	0	1	2

Women's squash (3-1) swept their home doubleheader. The team beat St. Lawrence 7-2 and Mt. Holyoke 5-4. Both games were Sunday, Dec. 2 in the Little Squash Center.

Men's squash (0-3) was blanked 0-9 by the University of Western Ontario at home on Sunday, Dec. 2.

Men's swim and dive placed fourth out of eight teams at the Hamilton Invitational on Saturday, Dec. 1.

Women's swim and dive placed first out of eight teams at the Hamilton Invitational on Saturday, Dec. 1.

This week's MVP

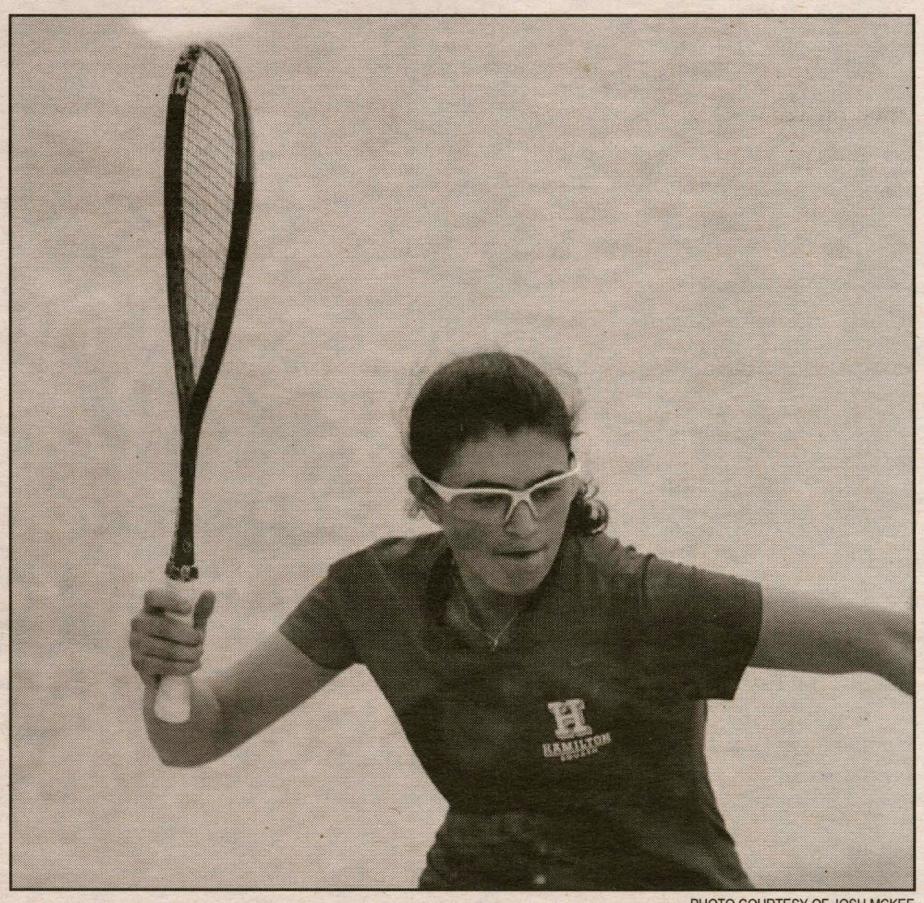

PHOTO COURTESY OF JOSH MCKEE

Sydney Soloway '22, a first-year squash player from Weston, M.A., has been named the NESCAC Women's Squash Player of the Week for the week of Monday, Dec. 3. She was in the fifth position for this weekend's matchups against St. Lawrence and Mt. Holyoke. Soloway won each match. Against Mt. Holyoke, her win was a key win in the narrow 5-4 victory. This is her first NESCAC honor.

H SPECTATOR SPORTS
December 6, 2018

Men's basketball ranked #4 by d3hoops.com, remains undefeated

by Grace Myers '19
Sports Editor

The men's basketball team is cementing their dominance over Division III (DIII) athletics, rising to #4 ranking in d3hoops.com's latest poll and battling with Augustana College for the #3 spot. The ranking, which runs on a coaches' poll system, has the Hamilton team at 541 points, trailing Augustana's 546 and conference rival Williams College's 567 points. The manageable difference means that Hamilton could find itself at #2 if their strong play continues.

The team's 7-0 record is perfect but they're not alone in the NESCAC; both Williams (7-0) and Amherst (5-0) are also undefeated. NESCAC play has not started yet for men's basketball. Hamilton will play its first conference matchup in January against Trinity College (5-2). So how did Hamilton men's basketball launch itself from #9 in the preseason poll to #4 and an undefeated 7-0 record?

Last season certainly helped, setting a solid foundation for this year's squad. The team finished 24-5 (7-3 NESCAC). Though they were edged by Williams (who seems to be the team to beat again this season) in the NESCAC semifinals, the Continentals received a bid to the DIII championships, where they advanced to the third round. The Continentals, led by a career-best game from Kena Gilmour '20, narrowly lost 92-90 in the third-round game against Springfield College and finished the season ranked #11. Gilmour racked up honors from around the NESCAC and DIII and was named to the Division III All-District Men's Basketball Team, the 2018 D3hoops.com Men's All-Northeast Region Team, and the 2018 NESCAC Winter All-Academic Team.

PHOTO COURTESY OF JOSH MCKEE

Kena Gilmour '20 leads the Continentals in scoring and is second in the NESCAC with 20.3 points per game.

With Gilmour and a three returning starters at the helm, Hamilton began their season with good news: they had been ranked #9 in the d3hoops.com preseason poll released on Thursday, Oct. 11. Adam Stockwell, the men's basketball coach who was named the 2018 NESCAC Coach of the Year, returned fresh for his eighth season with the Continentals, ready to steer the team to more success. And whether it was Stockwell's direction, Hamilton's hunger for more wins, or a combination of both, something clicked. The first game of the season was a 97-72 win against Centenary University (1-7) on Saturday, Nov. 17. Peter Hoffmann '19 led the team with 18 points, but depth is the key word in this loaded roster; six other players had at least 10 points.

Hamilton's second win of the season was a massive 125-point showing, nearly doubling the York College's (3-5) 65 points on Sunday, Nov. 18. Gilmour ran wild with 28 points, 7 rebounds, 4 assists, and 2 blocked shots in only 18 minutes of play. This gave Hamilton a chance to put in some fresh faces. Eric Anderson '22

*see **Basketball**, page 14*

Women's hockey sweeps NESCAC double-header, rises to 2nd place

by Kelcie Zarle '22
Staff Writer

The well-prepared women's hockey team set out for Waterville, ME on Thursday, Nov. 29 for back-to-back games with the Colby College Mules. When the team returned to campu, they had collected two more wins and pushed their record to 5–2 overall and 3–1 in the NESCAC. Despite a season-opening loss to conference opponent Williams College in early November, the team kept their heads up, not letting the early loss affect them. As a result, the team has lost only once since — a hard-fought battle against Utica College that ended in a final score of 3–2. With a winning mindset, the Continentals were ready for their trip to Maine.

On Friday, Nov. 30, the team took to the ice at 7:00 PM to face the Mules in their first two road games of the new season. This was also their second series of NESCAC conference games in the 2018-19 season. From the time the puck was dropped, the team set an aggressive tone for the game.

In the first period, Hamilton scored the opening goal of the night as first-year Mya Berretta '22 tallied her first collegiate goal. Berretta collected the puck from teammate Emily Williams '19 and scored with a clever backhanded shot. Though the Mules scored to tie it up in the second period, the Continentals re-took the momentum — and the lead — shortly thereafter when another first-year, Nancy Loh '22, scored her second goal of the season.

PHOTO COURTESY OF JOSH MCKEE

Missy Segall '21 had the overtime game-winner against SUNY Potsdam. The win elevated the women's team to a 5-2 record.

At the end of the second period the Continentals found the back of the net yet again as a shot by Michaela Giuttari '20 was tipped in by her teammate Kate Piacenza '21, her first goal of the season. Andrea Rockey '19 scored the Continentals' last goal of the game in the third period. Though the Mules were able to score once more, they were not able to weaken Hamilton's firm grip on the game. Another noteworthy performance came courtesy of goalkeeper Sammy Johnson '20 who made 22 saves and allowed just two goals to go in the 4–2 victory.

The Continentals made a quick turnaround and came out the following day Saturday, Dec. 1 to play Colby once more. Again the team showed the hosts that they were not going to back down from the challenge. With just over 30 seconds left to go in the first period, Giuttari scored her third goal of the season to put Hamilton up 1-0. Loh continued her strong play and recorded her third goal of the season, this one on an empty net. Johnson earned her first shut out of the season as the final horn sounded and closed out the 2-0

*see **Hockey**, page 15*